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ABSTRACT

This document describes one of the new, experimental pre-student teaching programs developed by the Division of Teacher Education at California State University. These experimental programs were initiated in the wake of the drastic changes the current teacher supply and demand situation is forcing on teacher education. Included in this document are a brief introduction and two handouts which are used to explain this particular program to new students and their public school cooperating teachers. "Specimen 1" describes the program in general, including the expected times and places of students' and cooperating teachers' involvement, the faculty teaching the coursework, the hoped-for outcomes, the goals of the program, and some assignments to be completed. "Specimen 2" is a performance competencies checklist. (JA)

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TEACHER EDUCATION IN TRANSITION: AN EXPERIMENTAL PROGRAM THAT WORKS.

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TEACHER EDUCATION IN TRANSITION:
AN EDUCATIONAL PROGRAM THAT WORKS

People often are critical of schools of education and teacher education programs. Being criticized is not new to educationists, of course, as they have been aware that many of their faculty colleagues in the other departments of our universities and colleges, proceeding from their lack of knowledge of the field of education, regard the study of education as a non-discipline which cannot compare with the intellectual demands placed on them in their academic fields. There also have been criticisms from students in education courses, from public school officials employing newly minted teachers, and from some segments of the public. Criticism is accepted, or at least expected, as one of the crosses that professors of education have to bear.

The usual response of schools of education and education professors has been to assume that the courses offered expose the students to the educational knowledges and skills they'll need as beginning teachers so that a little tinkering and adjusting here and there is enough to correct any deficiencies that may exist in the program. Maintaining the status quo is much more comfortable than engineering and implementing major changes in teacher education programs.

This practice may have been acceptable, or at least not vociferously challenged in past years. However recent developments, most notably the imbalance of teacher supply over teacher demand, have changed the situation drastically.

hiring officials are becoming better trained teachers. Inservice lectures are becoming more concerned on their methods classes in teacher education programs. Other issues such as those arising from the U.S. Office of Education, teacher education criteria from various colleges and universities, and the certification of various organizations also have added impetus to the interest for change. Major changes are occurring and they will continue to occur in teacher education programs.

The Division of Teacher Education at California State University, Fullerton has been developing new programs over the past two years. A description of one of those pre-student teaching programs, originally developed and implemented by Drs. Grenier, Hurtado, and Deane during the Fall, 1975 semester, has since been partially field tested and substantially revised by others as explained below.

The program is explained to the new students and their public school cooperating teachers through two handouts. The first one (Overview Use) shown immediately below describes the program in general including descriptions of the expected times and places of students and cooperating teachers involvement, the faculty teaching the coursework, the target for outcomes, the goals of the program, and some of the assignments to be completed.

The second handout (Overview Use) is a performance competencies checklist. The list lacks prioritizing to the incoming students and public school cooperating teachers, but they discover that all the items usually can be satisfactorily experienced by the end of the semester. Those not completed may be experienced during the student teaching semester.

[illegible] [illegible] [illegible] [

The student will have:	Public School Supervising Teacher	University Instructor
9. Visited other teachers as appropriate	X	
10. a. Designed a test to measure recently taught mathematics skills	X	X
10. b. Administered the test	X	X
10. c. Evaluated the test and planned the next instructional steps	X	X
10. d. Written a description of the procedure used, results found and plans for the next instructional steps	X	X
11. Constructed a mathematics teaching aid	X	X
12. Brought a mathematics game to the university classroom		X
13. a. Assisted the supervising teacher in planning a social studies or science unit	X	X
13. b. Assisted in teaching the social studies or science unit	X	X
13. c. Incorporated the problem solving approach in the unit	X	X
13. d. Developed a bulletin board to accompany the unit	X	X
13. e. Developed an interest center either to accompany the unit or another area of instruction	X	X
13. f. Taken responsibility for the effective use of the interest center	X	X
13. g. Conducted a demonstration before the class	X	X
13. h. Presented information through a brief and concise lecture	X	X
14. Written at least three behavioral objectives for social studies or science lessons	X	X
15. Planned a lesson stating general objectives, behavioral objectives, procedures, materials, evaluation techniques, etc. which would be appropriate to the lessons development	X	X
16. Led a class or group discussion	X	
17. Demonstrated questioning techniques resulting in higher levels of student thinking	X	X

The student will have:	Public Supervising Teacher	University Instructor
18. a. Written at least two lesson plans for developing reading competence	X	X
18. b. Taught the lessons to individuals or small groups as appropriate	X	
18. c. Reported on the teaching experiences: objectives, procedures, activities, materials, follow up, evaluation		X
19. Demonstrated familiarity with the expectations of reading competencies at the grade level in which teaching		X
20. Demonstrated familiarity with word identification skills and the usefulness of phonic generalizations		X
21. Made and used at least one teaching aid for reading	X	X
22. Prepared and implemented a mini-program in a subject area (math, science, social studies, language arts) with a small group of children experiencing problems in reading	X	X
23. Taught another lesson (art, music, physical education, health, etc.)	X	X
24. Demonstrated handwriting to acceptable standard	X	X
25. a. Written a statement of student's teaching strengths and weaknesses		X
25. b. Written what has happened to them as a result of this program		X
25. c. Written plans for correcting any remaining weaknesses		X
26. Administered the WRAT Test to a student and interpreted the results		X
27. Told a story to a group of students	X	
28. Presented opportunities for student enrichment experiences in reading and the language arts	X	
29. Presented opportunities for student enrichment experiences in social studies, science, and mathematics	X	

The student will have:	Public Supervising Teacher	University Instructor
30. Observed a parent conference conducted by the supervising teacher	X	
31. Administered, scored and interpreted Peabody Picture Vocabulary Test		X
32. Administered, scored and interpreted Wide Range Achievement Test		X
33. Computed achievement indexes for each of three skills areas		X
34. Analyzed students' IQ-achievement ratios		X
35. Selected and justified selection of individual reading diagnostic test for low achiever		X
36. Administered, scored and evaluated individual reading diagnostic test		X
37. Listed skills which would be included in a remedial program for student in reading, spelling and arithmetic		X
38. Described program of remediation		X

Reactions to this experience have generally been good. The students, although they often have felt overworked at the beginning of the semester, appear to feel that it has been very useful in getting them ready for student teaching. The university supervisors of student teachers feel that the students are much more ready to begin student teaching, and that they are more successful in student teaching. Public school teachers who have served as master teachers also are approving. And perhaps most importantly, the professional leaders of the public school districts in which we have been working have stated their approval, and have aided and supported the experiment in many ways. They also have indicated their approval by offering teaching jobs to many students after student teaching has been completed.

We have learned much in the short time involved in the development of this teacher education program. We've learned that changes in the traditional teacher education program can be made. We've learned that our students and all the people involved are receptive to these changes. And most importantly, we've learned that we can no longer maintain the status quo. It is essential that we move out, upgrade, and improve our teacher education programs. What needs to be done to improve your teacher education program? Why not start to do something about it today?